

Strawberry Babybubs Nursery

St. James's Church Courtyard, 28 St. James's Road, LONDON, SE16 4QJ

Inspection date

Previous inspection date

07/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The provider has not ensured that staff checks with the Disclosure and Barring Service for staff are not always completed, together with and other background checks to assess staff suitability. are not in place
- Staff do not plan planning is weak because it is not in place for the development of children under two years of age which means that areas of learning and children's interests are not covered sufficiently.
- Staff do not do progress checks for children aged two years are not carried out and written summaries are not provided to the children's parents.
- Staff do not prepare older children of pre-school age are not sufficiently well prepared for school because they do not providey lack experience of using technology and opportunities to practise using technology andtheir early writing skills in play situations.
- Staff do not manage mealtimes well. Cchildren become frustrated because they are left waiting too long before eatingfor their meals to be served and this leads to their frustration.
- Mmanagement evaluates the provision does not carry out accurately to drive improvement well. sufficient evaluation of the nursery so that accurate goals for development are identified, including goals to improve monitoring of planning and assessment.

It has the following strengths

- Staff establish warm, happy relationships with children, so they settle to play readily.
- Staff teach children healthy habits because they provide nutritional meals and daily opportunities for fresh air and physical exercise.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector invited the manager to carry out a joint observation of an adult-led activity.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector spoke to staff, some parents and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Strawberry Babybubs Nursery registered in 2013 and opened in January 2014. It operates from a purpose-built ground floor premises in the Bermondsey area of the London Borough of Southwark. Children have access to an outside play area. Currently, there are 20 children on roll.

Strawberry Babybubs Nursery is registered on the Early Years Register and the compulsory part of the Childcare register. It is open Monday to Friday from 7.30am to 6pm, all year round except bank holidays. It also offers a school holiday club for siblings of children who attend the nursery that are under eight years old, according to demand. There is a team of six staff, including the owners and manager. Four staff hold appropriate early years qualifications, including three staff who hold level 3 qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that there is a robust system to check staff backgrounds to help ensure suitability for their roles, and ensure that checks are made with the Disclosure and Barring Service for each member of staff over 16 years of age who has direct contact with children
- ensure that the educational programme covers the seven areas of learning and reflects children's individual needs and interests so that children are suitably challenged, with particular regard to children under two years of age
- carry out progress checks for children aged two years and provide written summaries to parents to keep them informed of their children's progress

To further improve the quality of the early years provision the provider should:

- prepare older children for their eventual effective transfer to school by providing opportunities for children to learn about and use technology and to practise their early writing skills in play situations
- review organisation of time so that waiting times for are reduced and children's needs are better met
- refine evaluation of the nursery provision to identify key priorities for improvement accurately, including careful monitoring of the staff team's assessment and planning, so that staff provide experiences that meet children's needs well.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

The overall quality of teaching is weak because the learning and development needs of children under two years in particular are not met. Staff do not plan any specific activities for these children. This means that the resources children use are not geared to meet the individual needs of these children, so progress is slowed. The lack of planning does not provide sufficient coverage of the areas of learning across the nursery. For example, there are weaknesses in the educational programmes for literacy and understanding the world provided for older children. Staff plan weekly activities for the children over two years, but while planning shows some variety of activities, again it does not relate to children's specific individual needs. This is because staff observations of children are irregular and

staff do not use these consistently to feed into planning. This means children's experiences do not build on what has gone before, so children do not make sufficient progress.

Children under two years old have some access to electronic resources, such as musical toys, which provide them with simple experiences of technology. However, there is little suitable equipment available for older children to support their early understanding of technology. Staff do not provide sufficiently regular opportunities for older children to practise their early writing skills in play activities. These weaknesses in the provision of activities means that children are not well enough prepared for the next stage in their learning, or for school.

Staff allow children the freedom to create their own play, which they enjoy. Staff make some suitable resources readily accessible, which support children's independence as learners. Staff provide some adult-led activities but these are quite general and do not always meet the needs of individual children. For instance, staff provide threading boards for children to develop their hand-coordination skills, but these are too difficult for younger children to use who become frustrated and disinterested with the task. This stops learning and noise levels rise.

The staff team understand the need to promote children's communication and language skills. Staff talk to children when they play and answer children's questions, giving the names of different insects for example, so extending children's vocabularies. During group time, staff teach children to sing enjoyable songs, which encourage children to learn more new words, and to hear rhymes. Staff teach children early mathematical language too when children complete puzzles and learn the names of simple shapes. These activities provide children with some skills ready for the move to school.

Staff provide a variety of resources for babies to use in their play. Resources and activities are put out by staff on a rotational basis and broadly cover areas of learning. However, resources and activities do not relate to babies' individual needs and staff have too little understanding of how well they cover areas of learning because they do not plan for this.

Staff help children learn to climb, balance, move in different ways and to develop physical coordination skills through using a range of apparatus in the nursery garden. They visit the nearby public play space where children experience a further range of challenges to extend their physical skills.

Progress checks have not been carried out by staff for children aged two years and this is a breach of requirements. This means that staff do not always know if children need specific support to help them to make progress in the most important areas of learning.

Staff establish suitable relationships with parents. They talk to parents each day to exchange information on children's care and learning activities. They offer parents' evenings where staff talk to parents about their children's development. Parents share their observations of their children with staff. These actions keep parents up to date about children's activities and experiences, and provide opportunities for parents to contribute to

their children's learning.

The contribution of the early years provision to the well-being of children

Although children are happy and have warm relationships with staff, their sense of security and safety is undermined by poor staff recruitment processes. This is a significant weakness that places children at risk. Staff do not organise lunchtime effectively and children wait for long periods before their meals are served. This leads to children feeling frustrated. Their time is wasted and learning stops.

Staff find out about children's capabilities and personalities when they first arrive at the nursery. This knowledge helps to build relationships so that children settle readily. Staff adapt nursery routines to meet the care needs of babies and this approach supports their well-being. Staff teach children how to be safe. For instance, they remind children to walk indoors to avoid accidents and to sit down when eating to avoid choking. They provide some encouragement for children to be independent by putting on their shoes and outer clothing to go outside. Staff teach children to wash their hand at appropriate times with help from staff. This helps children to learn appropriate self-care skills. Children feed themselves independently and use cutlery competently. Staff support babies' care needs and help to prevent cross infection by changing nappies regularly in suitably hygienic areas.

Staff teach children about healthy living suitably. For example, they provide healthy meals which cater for children's special dietary needs. This provision helps to ensure that children do not eat unsuitable food. Staff provide daily opportunities for children to get fresh air and physical exercise in the nursery garden or adjacent playground. As a result, children learn healthy habits.

Staff manage children's behaviour satisfactorily, overall. They are gentle and remind children of expected ways to behave, providing support where needed. Staff manage some aspects of times of change suitably. For example, children spend time in the next room before moving there so that they get used to the staff and new environments. However, the lack of planning for the most important areas of learning for the younger children, means they are not well enough prepared in gaining the necessary skills for the next stage in learning.

The effectiveness of the leadership and management of the early years provision

Although management understands the safeguarding and welfare requirements of the Early Years Foundation Stage, it does not always ensure that these requirements are met. For example, recruitment processes are not robust. Management has not obtained necessary checks from the Disclosure and Barring Service for some members of staff. This is a breach of the safeguarding and welfare requirements, which places children at risk. It means the requirements of the Childcare Register are not met either. Management does

not routinely obtain written references for staff as part of background checks about their suitability to work with children. However, there are some systems that help keep children safe, such as the use of closed-circuit television and electronic video entry to help prevent intruder access and keep the premises secure. Staff understand child protection procedures and are aware of who to contact, and the procedures to follow, should they be concerned about a child's welfare. They carry out regular risk assessments covering indoor and outdoor areas, so children play in safety.

Management has introduced a system to monitor the quantity and quality of observations carried out by staff. While this provides up-to-date information on gaps in quality, there is inconsistent follow up to remedy the varying levels of quality of these as undertaken by staff. As a result, in some instances observations are irregular and do not consistently cover all areas of learning. This means that staff do not always have sufficient knowledge of children's developmental stages and do not plan for these. The management team spends time working in the nursery rooms which provides direct insight into the quality of staff practice. They supervise staff regularly and offer some practical support to improve staff performance. Management is beginning to identify the staff team's wider training needs by carrying out yearly appraisals. For instance, staff have attended a course on working with parents and this has led to plans for a Saturday morning parents' session to extend relationships between staff and parents.

Staff have begun to form partnerships with other professionals to support children's learning. They work with the early years department of the local authority who provide advice and support. Staff have sound partnerships with parents and provide opportunities to discuss children's progress and share observations. Staff find out how parents feel about the nursery through distribution of questionnaires, and act upon their suggestions. For instance, parents suggested more information on children's daily activities and an information board is now displayed in the foyer. Parents spoken to during the inspection appreciated the approachability and helpfulness of staff.

Management has some insight into the strengths and weaknesses of the provision. For example, it plans to improve the outdoor environment to provide greater learning opportunities to children. However, management's evaluation of the nursery is not thorough enough to identify all key areas for improvement accurately.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure any person in regular contact with children is subject to an enhanced Disclosure and Barring Service check (Compulsory Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY473005
Local authority	Southwark
Inspection number	946356
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	22
Number of children on roll	20
Name of provider	Strawberry Babybubs Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07943239803

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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